THE
TRAINING SCHOOL BULLETIN

APRIL 1923

The Three Orders
(Oriental Wisdom)

Three kinds and degrees of men there be in the world—those who Advance, those who Stand Still, and those who Fall Behind. In their order the first are the Gainers, the second the Nonentities (or Non-Doers), and the third are the Losers.

The Gainers are governed by Active Intelligence; the Nonentities by hesitation and doubt; the Losers by folly.

The Gainers, see, decide and undertake; the Nonentities look, grow fearful, and wait; the Losers see not, consider not, and are overwhelmed.

The Gainers know that they must risk to win; the Nonentities would like to win but have not the courage to risk; the Losers trample on benefits in their purblind chase after phantoms.

The Gainers are they who unfold the power of a Nation; the Nonentities are they who do nothing to help the unfolding; the Losers are the muck in the highway of progress.

The Gainers cast their nets in the chance to find fish in the waters; the Nonentities fear to make cast lest their meshes be broken by fish they see swimming; the Losers make mock both of nets and of fishes.

The Gainers adventure some part of their thrift in things to produce further riches; the Nonentities pine for increase of possession yet tremble to put forth a farthing; the Losers scramble for moonbeams in sand heaps.

The Gainers are the children of Wisdom; the Nonentities, the children of Fear; the Losers the children of Death.

Three kinds and degrees of men there be in the world— the Daring, the Fearful, the Foolish; and the heavens were made for the first.

Tests in Pitch Discrimination of Normal and Feeble-Minded Children

Georgia L. Allen

(CONCLUDED)

On the basis of our accrediting as referred to in Table I, only those of eight-year mentality show a discrimination that may be attributed to judgment, 3 or 15% passing the 75% limit. At nine years 9 or 45% pass, while at 10-year mentality 7 or 35% pass. Of the 100 feeble-minded children 19 or a little less than one-fifth (19%) pass.

From these results we have no evidence that feeble-minded children of mentality six and seven years use judgment in the discrimination of 8 vd. It will be recalled that Seashore says that ability to discriminate 8 vd. indicates moderate ability of a medium ear. Apparently discrimination of this degree begins with the eighth-year mentality and reaches its greatest ability at year nine. With the ten-year mentality it drops a little, seemingly indicating that it has already reached its greatest development.

Table III shows the results with 100 normal children under similar classification as in Table II.

TABLE III

100 normal children

Per Cent Correct	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	No. Cases Above 75%	Total
Mental Age																			
6	1	1	1	1	4	3	3	2	3							1		1	20
7						1	2	1	2	3	2		1	2		4	2	9	20
8							1	1	2	1	1	2	1		2	2	7	13	20
9		1				1	3				2	1	1	3		4	4	12	20
10				1	1	2		1	3		1	2	3		2	2	2	9	20
Total	1	2	1	2	5	7	9	5	10	4	6	5	6	5	4	13	15	43	100

Table III shows that 1 or 5% of the six-year-old normal children pass (making 95% correct discriminations), 9 (or 45%) of the seven-year-olds, 12 (or 60%) of the eight-year-olds, 12 (or 60%) of the nine-year-olds, and 9 (or 45%) of the ten-year-olds, pass. Of the 100 normal children, 43 (43%) pass.

In Table III we find discrimination based on judgment begins at six, very apparent at seven years, increases at eight years and seems to reach the highest point of ability at nine years. As with the feeble-minded it drops off at ten years, the inference being the same as in Table II, completed development.

These results indicate that feeble-minded children develop this sensory degree later and more incompletely than normal children.

The correlation (Pearson's Method) for Table II is .35 and for Table III is .33. This will be discussed later in the explanation of the data.

The lower level of the performance of the ten-year-olds, both feeble-minded and normals, has been noted. This lower level of the ten-year-olds as compared with the nine-year-olds is an ascending scale, may be regarded in two ways. It may be an actual drop in the performance of the ten-year-olds or it may be a heightened degree of ability of the nine-year-olds.

As a further means of showing this heightened ability at year nine and of corroborating the inference of completed development, another similarly chosen group of normal children age ten was tested. The result gave 20% passing. Table IV shows the result of this test.

TABLE IV

Percentages of second group of ten-year-old normal children

Per Cent Correct	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	No. Cases Above 75%	Total
Cases					1		1	3	3	1	4	3	2			1	1	4	20

The correlation between the performance of this group and the first group of ten-year-olds is .95. This will be discussed later.

We thought perhaps their greater intelligence made the ten-year-old children more conscious of the test itself. This might develop an

apprehension that would not be found among the younger children and would prevent the best sort of rapport. For this reason, ten of the ten-year-old children who did not pass were given the test again. This resulted in 26% passing, 2 out of 10. The fact that one boy went from 65% to 95% and that he was much less nervous during the second test seems to indicate that he has actually done better. The other one went from 50% to 80% and as the latter is the lowest credit allowed, it might be the result of chance and in each case even the small amount of practice may have been a factor.

Because it was not practicable to test these children again for reliability, we used these results also to get a coefficient of reliability. Computing the reliability coefficient of the first and second tests of these ten children, we get .80. This is relatively high, that is, the tests according to this data would seem to be reliable enough to be accepted.

If the ascending curve shows the greatest ability at year nine and falls into what might be a more normal level at year ten, it might be expected that normal adults would do a little better than normal ten-year-olds.

To determine by experiment how this would be, twenty normal adults were given the tests. This resulted in 45% passing. Table V shows the result of these tests.

TABLE V

Showing percentages correct judgments of 20 normal adults

Per Cent Correct	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	Above 75%	Total
Cases	1			1			3		1	2	2	1		2	1	2	4	9	20

Forty-five per cent of the ten-year-olds in Table III pass the 20% of the ten-year-olds in Table IV, 45% of the normal adults pass. According to the data at hand, normal adults are on a par or a little better than normal ten-year-olds in this degree of discrimination.

It must be remembered that we are discussing the ability to discriminate an 8 vd. The fact that practically all but the feeble-minded children of five-year mentality got the idea of discrimination and gave correct judgments before they were given the series, indicates

that they have ability to discriminate pitch but not all have a sufficient discrimination to recognize an 8 vd.

In order to determine their performance with the grossest ability of a medium ear, the 17 vd. was given to feeble-minded children of each mental age over six, to compare with the standard. The same procedure was used as before. These children were selected at random from the list of those previously tested. Table VI shows the result of these tests.

TABLE VI

Comparing the performance of feeble-minded chilrden with the 8 vd. and 17 vd.

Group A. Using 8 vd.

Per Cent Correct	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	No. Cases Above 75%	Total
Age Mental																			
7			1	1	3	2		2	3	2	3	1						0	18
8		1				3	1			1			2	1				3	9
9						1		3	1				2	1	1	2	2	8	13
10					1	1			2	1	2			1	1	3	1	6	13
Total		1	1	1	4	7	1	5	6	4	5	1	4	3	2	5	3	17	53

Group B. Using 17 vd.

Per Cent Correct	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	No. Cases Above 75%	Total
Mental Age																			
7					1	2	2	2	2	2	4	1	2					2	18
8							1	2		1	2		1	1	1			3	9
9						2	1	1	1				1	1	2		4	8	13
10						1			1		1	2		1	1	1	5	8	13
Total					1	5	4	5	4	3	7	3	4	3	4	1	9	21	53

Group A shows their ability with the 8 vd. and group B is their ability with the 17 vd. It will be seen there is not much difference with those of seven-year mentality, only 2 out of 18 passing, and no 100s.

The number of eight-year-olds passing remains the same but shows a better performance with the 17 vd. This is also found with those of nine-year mentality, the same number passing in each test. The ten-year group show a better relative performance. In each case of the eight- and nine-year group the improvement was made by those who passed with the 8 vd. The improvement made in the ten-year group seems to indicate a success due to greater intelligence besides the greater ease of the test.

The indications of Table VI seem to be that among the feeble-minded of seven-year mentality even the grosser discrimination of a medium ear is lacking; that it begins with eight and increases through nine and ten years mentality.

Discussion of correlations. Table II shows the per cent of correct judgments of 100 feeble-minded. Its correlation is .35, as stated before. That is, the correlation between the performance of each group and their mental age is not very high and indicates that this discrimination is dependent upon intelligence to some extent, but is not correlated so highly as to be a prominent factor in intelligence. The correlation between the percentage of correct judgments and their mental ages of the 100 normal children in Table III is .33. The indications of this correlation are the same as the indications of the correlation of Table II. It is a little lower for the normals than for the feeble-minded because, as will be seen in Table III, the ability for this degree of discrimination rises more rapidly with normals than with the feeble-minded, and maintains the level of greatest ability over a longer period. We would conclude, therefore, that this discrimination of pitch is just a very little more specific for normals.

If we correlate the gross results of Tables II and III, that is, compare the performances in this way, we get .98. This corroborates the findings above, that for the same mental ages there is not much difference between the discriminative ability of feeble-minded and normal children.

In the same way, correlating or comparing the performances of the two groups of normal ten-year-olds, we find it to be .95, as stated before. Although the ten-year-olds in Table IV made fewer passing percents than those in Table III, if we compute the average perform-

ance of each group and compare them we find those in Table IV averaging a little better (67.5%) than those in Table III (62.5%). This is because their credits were much higher all through Table IV than they were with the ten-year-olds of Table III.

The correlation between the performance of the first group of ten-year-olds and the adults is .97 and between the second group of ten-year-olds and the adults is .97. (This would indicate that the actual development in this line has been completed at ten.) The average performance among these adults is 73%. While 45% of the adults passed, they have more 100 credits than the ten-year-old children. This may be due to an experience and practice of adult life.

Inferences. Why were the feeble-minded of five-year mentality unable to do anything with the test? Why were the normals and feeble-minded of six unable to discriminate to this degree? What causes this increase of ability up to the ninth year of mentality?

It has been suggested that the ability to discriminate tones depends upon ear mechanism, which is not completely developed until year nine. None of the five-year-old group were under 13 chronologically and yet they could not distinguish the gross discrimination of one octave nor follow the instructions.

There is no anatomical nor clinical evidence that the ear of the feeble-minded differs from the ear of the normal. These subjects were reported clinically to have not less than ordinary hearing ability.

If an ear mechanism upon which pitch discrimination depends is not developed until year nine, that would not account for the decrease in passing percents at year ten. Neither is it consistent with the fact that the chronological ages of the feeble-minded group were from 9 to 53.

It might be argued that the lower grades of the feeble-minded could not distinguish this pitch because they had not intelligence enough to get the idea or follow the instructions.

The increase of ability up to nine years of age mentally, with both normal and feeble-minded, suggests strongly that some phase of intelligence is constantly involved.

That the increase could not be due to physical factors is evidenced by the chronological ages of the feeble-minded.

Titchener advocates allowing one judgment in tests. In order to see how this method would have affected the results in such a small number of cases, a table was prepared as follows: (I) those who

actually made over 75% correct responses who also got the first judgment correct, (II) those who made above 75% correct passing whose first judgment was wrong, (III) those who did not ultimately make over 75% correct judgments but who got the first judgment right, (IV) those who failed and whose first judgment was also wrong.

The table is as follows:

Showing results by Titchener's Method.

Feeble-minded Group

Year	(1) Over 75% First right	(2) Over 75% First wrong	(3) Under 75% First right	(4) Under 75% First wrong
6	0	0	6	Total
7	0	0	4	
8	2	1	9	57
9	8	1	3	
10	6	1	2	
Total	16	3	24	57
Total passed by my table 19.				

Normal Group

Year	(1) Over 75% First right	(2) Over 75% First wrong	(3) Under 75% First right	(4) Under 75% First wrong
6	1	0	3	Total
7	9	0	5	
8	12	0	2	44
9	10	2	2	
10	8	1	1	
Total	40	3	13	44
Total passed by my table 43.				

According to this arrangement of the data, more feeble-minded got the first judgment right who did not ultimately pass on the 20 judgments, than those who got the first judgment right and did pass.

With the normals this was not so. This fact brings out the greater superficial variability of the feeble-minded. Worked out mathematically, it results in a probability (for correctness) of 4 to 1 with the feeble-minded and 7 to 1 with normals.

With reference to those children who made the first judgment correct and ultimately failed, we might be inclined to think they have

discrimination of this degree but lack concentration to such an extent that they lose the directing idea after a very short time and fail. The records of these children for the first half of their tests do not indicate that this is true, for they show no greater correctness or ability.

Looking at the chance records of the penny, it was found, of the 22 series, 11 were credited with the first response correct.

A number of the results from the 100 feeble-minded children showed the fatigue element or that the directing idea had been lost as the test proceeded, but of the 24 of whom this might have been correct, there is almost negligible evidence.

From this table we should say that for use with the feeble-minded, the allowance of one judgment is not practical.

Musical Training. In order to see in what manner musical training affected the responses of the feeble-minded group, a tabulation was made of those who had received such training, for what length of time, their ability to profit by the training, and the comparisons of their credits in this test, with those who had not received such training.

This was made by the head of the music department and band leader of the Training School.

Summary of Conclusions. A discrimination of pitch between a standard tuning fork (435) and the 8 vd. is somewhat of a specific ability which does not differ much between normals and feeble-minded.

A discrimination of this degree consistently involves some phase of intelligence.

Both normals and feeble-minded have the greatest ability for this discrimination at mental age nine.

Qualitative differences for each mental age show that this degree of discrimination develops earlier and maintains the highest level longer among normals than among the feeble-minded.

The feeble-minded show no relation between musical ability and pitch discrimination.

Ability to discriminate pitch is not necessarily an index of musical ability.

For psycho-physical methods with the feeble-minded 20 judgments are found to be necessary and sufficient for real use; 50 judgments are too many and 1 judgment is impracticable.

An Institution Birthday

For many years the birthdays of the children at The Training School have been celebrated with parties, frolics, cakes and candles in which everybody joins, and the day is scarcely over before the time is being counted until the next one, but this has not been all, for on the morning of his or her birthday each child in the Institution—big or little—receives a card with a personal message written by "Prof. Johnstone;" even this has not been for the children alone, for every grown-up receives some message of appreciation and inspiration from the same source on his or her "Institution Birthday," which marks the years of service in the School, and it is the personal interest and encouragement of these little messages that has inspired many an employee to faithful service year after year.

But there was an "Institution Birthday" on April 7, 1923 which stands as an epoch at The Training School for it marked the 25th Institution Birthday of the Director, Prof. E. R. Johnstone. A big family dinner was enjoyed by the Trustees, Lady Visitors and all of the employees of The Training School—about one hundred and fifty in number—and was a genuine surprise to Prof. and Mrs. Johnstone. Mr. Nash presided and Mr. E. E. Read, Jr., one of the Trustees, as Toast Master read a number of telegrams and letters—among them Dr. Newlin expressed himself as "being assured of the future of The Training School if it had withstood twenty-five years of Johnstone's reign." Commissioner Lewis said The Training School had set a notable example of human and progressive administration and had helped every institutional administrator and social engineer in our country. Mr. Read then indroducted Hon. E. C. Stokes of Trenton, who has been a Trustee of The Training School since 1894. Gov. Stokes told of his early acquaintance with the founder of the School, Prof. S. Olin Garrison, and how closely he had followed the development of this man's great vision for the care, training and education of the feeble-minded during the past thirty-five years.

Prof. Garrison established The Training School in March 1888 with the promise of $5,000 from the Vineland Chamber of Commerce and a gift of a house and forty acres of land from Mr. B. D. Maxham. His idea of creating an institution based on private charity; the State

paying the cost of maintaining its own wards has proven to be a valuable cooperative plan in this State. His ambition was to give training to the greatest number of children possible with the amount of funds available, and his plan for the transfer of older cases to Colonies or Industrial Institutions where they may aid in ther own support and contribute toward the care of the younger trainable children and low grade cases is being successfully carried out through practically all of the States of the Union to-day.

Gov. Stokes in his tribute to Prof. Garrison spoke of his ability to look far into the future and this he did when he went to Indiana in 1898 and chose a young man as his assistant, who when Prof. Garrison passed away in 1900, was ready to take up the work of Superintendent and is the present Director, and that during all of these years he has shown only one weakness and this in that he has labored under the hallucination that he is a Democrat.

At that time the School had passed through the early years of development and physical growth and Prof. Johnstone was quick to see other sources for the extension of the work, believing from the first that a private intitution owes something to the community and commonwealth besides housing and caring for a certain number of cases. He undertook the reorganizing and classifying of the School, constantly developing more advanced methods of training and education, and at the same time carrying out many agricultural experiments in cooperation with the United States Government, State and local agencies. Cooperation of the highest type has always been the first word at The Training School, but more important than all of this to the world, he said, has been the never ceasing search for the causes and prevention of mental deficiency, and his ability to gain the interest and strength of scientific forces which have led to the establishing of the Research Laboratory. Its publications and tests are known and used all over the world—the dissemination of information relative to the feeble-minded has been for many years an important field in The Training School activities, and a Summer School for the training of teachers in the Public Schools was organized in 1903 and will hold its 17th session the coming summer. Teachers have come from every State in the Union.

When the World War came on at once the need of better classification was realized and The Training School opened its doors to the leading pschologists in the country, and the Army Tests were the results of the conference held. At the close of the War, when the

world was in need of men to help to hold together the organization of our own men in France, Prof. Johnstone with the support of his Board went to France for that work. A few months later he was in Serbia organizing and developing constructive child helping agencies in that stricken country.

Gov. Stokes spoke of the cooperation that has existed through the years in all State interests, especially, during the last two years when the Trustees of The Training School have made it possible for Prof. Johnstone to act as a regular consultant in the Division of Classification. Education, Parole and Domestic Relations of the Department of Institutions and Agencies, and to give much time as a member of the Prison and Parole Board, and to act as chairman of the Committee on Education and Employment of the Penal and Reformatory Institutions, the Public Schools and Public Health work of the State. Gov. Stokes address was filled with humor, and he closed by saying that he expected to be present at the celebration of the Fiftieth Anniversary as he planned to live until he had beaten the rest of his political opponents.

Mr. Branson, president of the Board of Trustees, Mrs. Tomlin, in behalf of the Lady Visitors, and Mr. Nash for the employees of The Training School presented Prof. and Mrs. Johnstone with gifts of very beautiful silver and gold coins.

Mr. George B. Thorn, Supt. of the State Home for Women, spoke briefly of the strong ties of co-operation and devotion that bridged the two Institutions.

Prof. Johnstone spoke of the development of the work with the feeble-minded in the country during the past quarter of a century and of his vision for the next twenty-five years. In his never failing spirit of appreciation he paid a tribute first to his co-workers and those who have stood behind his efforts. Feeble-Mindedness is much better understood throughout the country than ever before, he said, yet we have learned but little, and we are now only in the period of discovery and investigation.

The Training School has been called a laboratory for the Public Schools. We have made investigations along psychological, educational and agricultrual lines, and have contributed somewhat to the problems of social welfare, but in spite of these things the past twenty-five years has been largely a period of physical growth, and now we are ready to grow along other lines, which will be carried on through the existing divisions, viz: the Institution proper, Education, Research,

Business, Colony and Extension, giving to each a little more autonomy. It is my thought that they shall definitely ask and be asked questions as to why our children are as they are, and why they do as they do; that the laboratory idea of getting at the root shall be carried out, for after all the great question is, "What is at the bottom of it all?" We believe that there are many causes for many kinds of feeble-mindedness; we believe that most if not all of our social welfare problems are tied up to feeble-mindedness; from the standpoint of education we must better understand the manually-minded and socially-minded children. Many studies will lead to the public school, reformatory institution and almost every other welfare agency.

He looks forward to the establishing of a central research bureau in New Jersey, which shall serve as a source of information in the study of individuals who come under the car of the State, developing classification, suggesting methods of training and care and through itself co-ordinating the welfare work of the departments of Education, Labor, Agriculture, Conservation, Charities and Corrections. Prof. Johnstone expressed his deep appreciation for the spirit that prompted the gathering, and both his and Mrs. Johnstone's thanks for the beautiful gifts.

Mr. Samuel Fels, who has been a Trustee of the School for many years and whose deep interest in scientific work has made possible the research work done in our laboratory, questioned Mr. Stokes's statement relative to Prof. Johnstone's hallucination that he is a Democrat, but on the contrary considers it one of the most sane traits he has. He said that for years he has had faith that in some way, sometime great scientific truths would be found out, that will benefit all humanity through the study of the feeble-minded. This may not develop during his life time, but he believes that mental deficiency lies deeper at the root of all complex problems of the human race than is even suspected at the present time.

Mrs. Johnstone in a most charming manner told of some of their early experiences in the School and her interest in the development and growth of the School and expressed her delight with the beautiful gifts.

One of the interesting features of the evening was a roll call of the officers by years and there were present five who came to the school thirty-five years ago and more than half of the employees have been employed more than ten years.

The out of town guests were Hon. E. C. Stokes of Trenton, Mr. and Mrs. E. E. Reed, Jr., Camden, Dr. and Mrs. H. Hurlburt Tomlin, Wildwood, Mr. Samuel Fels, Phila., Mr. and Mrs. Daniel Lewis, Millville, Mr. and Mrs. Thomas Synott, Wenoah.

HELEN HILL

Department of Medical Research

Quarterly Report

George S. Stevenson, M. D.

The following out of the research plans has been found to conform very well to the original plan. Some of the leads that existed at the time of formulation of that plan (August 1922) have been taken up intensively. The expectations of the production of further leads from the sources outlined–that is, first, by routine examination of groups or individuals–second, by consultations and third, by review of current literature, has not lead to disappointment. Some leads and some further suggestions concerning leads already existing have been added to our possibilities. Considerable has been done in going over current literature in our own library and in Philadelphia.

Most intensive work has been done on the matter of group surveys and examinations for internal stigmata. This has included considerable laboratory and *x*-ray work. To date there is some indication of a relation between mentality and heart size but this is in the process of study on a larger group. With Dr. Colcher's assistance a study is now being made of the gastro-intestinal tract.

Experiences with drug tests has given suspicion of an instability of the sympathetic nervous system. This has not been carried further. The work done with the Kottmann reaction as a method of approach to the problem is at present held up in anticipation of further evaluation of this test and of finding good control subjects showing thyroid abnormalities.

A study of the sex behavior of mongolians is in progress. This study is being carried on with about fifty of this type, here and at the State Institution. The results so far are encouraging. In line with Dr. Timme's report of pituitary changes in mongolism this series is to be in part radiographed.

We have started some work also in the testing of cardiac reserve. The normal standards have been set in a New York clinic and before further work with this test is carried on, an observation of their tech-

nique is planned. This investigation has a two fold bearing–first, upon the suspected heart size variation and second, upon the already known reduced ability of the feeble-minded in psychophysical tests. It is also inextricably bound up in the balance of the sympathetic nervous system.

We have been most fortunate in obtaining the close cooperation of the State Institution in the matter of research. Dr. Stultz, who has had considerable experience in bacteriology and biochemistry, has taken the research position and is at present working in our laboratory while awaiting the equipment of his own. Not only do I feel that this arrangement is valuable from the standpoint of an increase in available children and investigation, and in the association of two men working in the same line but also in the matter of equipment, since much of the expensive apparatus can be used cooperatively. In order to carry out the tests of cardiac reserve, new parts have been ordered for the blood pressure apparatus. Basal metabolism units, hydrogenion standards, carbon dioxide determination apparatus and a colorimeter are among the things which we can now see a need for. Certain of these are already included in the plans of the State Institution. Certain plans of cooperation with Dr. Stultz have already been worked out and present arrangements have been made for the working out of basal metabolism, blood sugars, Kottmann reactions, Heist reactions and Salivary reactions, with him.

Owing to the matter of further study of the families of some of the cases selected, arrangements have been partially made with Miss Kite to cooperate in this after her return to the United States in May. I think it would be desirable later to enlist some other member of the staff in work of this sort under Miss Kite's or Miss Hill's tutelage.

The new application blank has had added to it several points of research interest, the most important being the provision of autopsy grants. Autopsy has been obtained on one of the two deaths occuring in the past year—we are looking forward to making this side of the problem more productive still. Through consultation on special cases considerable data has been added to our records and some suggestive factors obtained. This method of getting leads is slow but not to be neglected.

In the above it appears that there are numerous irons in the fire at one time. This is in part necessitated by the diversity of our work, our isolation, the need of stopping a certain problem for weeks sometimes until certain points can be cleared up by conference with a specialist in the field touched. Thus during these periods we are able to go ahead with some other lead.

Alumni Notes

Miss Rhea K. Boardman '18, who was connected with the Children's Aid Society of New Hampshire for three years, has recently been added to the staff of the Child Welfare Association of Monmouth County, New Jersey.

Miss Marion Bridie '14 of Birmingham, England writes—"I now have a flourshing little school of my own packed full with thirty-four boys and girls."

Miss Cleora Cathcart '21 is a member of the Class of '23 of the New Jersey State Normal School, Trenton.

Miss Helen O. Cobb '14 is Secretary of the Commission for Mental Defectives of New York State.

Miss Anna I. Doriss '03 has returned to her work in Pyengyang, Korea after a year's leave of absence spent in America.

Mrs. Nona B. Eddy '13 is Director of the Opportunity Classes in Helena, Montana.

Miss Emmita Lyford '21 and Miss Winifred Nutting '12 have been connected with the Bureau of Special Education of the Miami University for the past year.

Miss Edna Jatho '13 is in charge of the Department of Psychology at the State Institution for Feeble-Minded at Fort Wayne, Indiana.

Miss Charlotte Steinbach '11 is Director of Education at the State School at Grand Junction, Colorado.

The seventeenth session of the summer school for teachers of backward or mentally deficient children will be held from July 16th to August 24th. As students will live at the Training School the number will be limited to sixty. The tuition fee is One Hundred and Twenty-five Dollars.